

#2. CLASSROOM OBSERVATION FORM

EVIDENCE FOR DOMAINS 2, 3

The Teacher prepares a self-assessment on Domains 2 and 3, confers with the Observer and they collaborate on the Rating scale using the Framework Rubric.

TEACHER	Jeff Bunner	OBSERVER	Frank Rotunda	DATE	1/30/13
RATING	DOMAIN 2: CLASSROOM ENVIRONMENT		DOMAIN 3: INSTRUCTION		RATING
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2a. Creating a Climate of Respect and Rapport <ol style="list-style-type: none"> Teacher Interaction with Students Student Interactions with One Another <p>-The interactions among the students and between the students and teacher were highly respectful.</p>		3a. Communicating with Students <ol style="list-style-type: none"> Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language <p>-You effectively explained the content in a way that motivated students. Your delivery involved varied voice tones and a high level of personal enthusiasm.</p>		<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2b. Creating a Culture for Learning <ol style="list-style-type: none"> Importance of the Content Expectations for Learning and Achievement Student Pride in Work <p>-Expectations were very high and communicated to the class. -I was evident that you possess an in-depth and thorough knowledge of the content.</p>		3b. Using Questioning and Discussion Techniques <ol style="list-style-type: none"> Quality of Questions Discussion Techniques Student Participation <p>-The discussion and questioning strategies were highly effective. You used a good use of wait time and probing.</p>		<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2c. Managing Classroom Procedures <ol style="list-style-type: none"> Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals <p>-The students remained on task for the entire period and you were able to take full advantage of the instructional time.</p>		3c. Engaging Students in Learning <ol style="list-style-type: none"> Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing <p>-Your lesson activities incorporated resources, materials and technology made available by the district and continued your knowledge of these resources.</p>		<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2d. Managing Student Behavior <ol style="list-style-type: none"> Expectations Monitoring of Student Behavior Response to Student Misbehavior <p>-It was evident that students fully understood your standards of conduct and you easily managed the behavior of your class.</p>		3d. Assessing Student Learning <ol style="list-style-type: none"> Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress <p>-During the lesson you furnished equitable, accurate and constructive feedback to the students that encouraged their learning.</p>		<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2e. Organizing the Physical Space <ol style="list-style-type: none"> Safety and Accessibility Arrangement of Furniture and Use of Physical Resources. <p>-The classroom environment was organized, attractive, safe and contained excellent displays that were related to the curriculum.</p>		3e. Demonstrating Flexibility and Responsiveness <ol style="list-style-type: none"> Lesson adjustment Response to Students Persistence <p>-You provided individual attention and made every effort to interact with every student.</p>		<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

#3. CLASSROOM OBSERVATION SUMMARY FORM

TEACHER	Jeff Bunker	OBSERVER	Frank Roldan	DATE	1/31/13
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Identify and list 1 or 2 Component Strengths of the Teacher's Practice.

Domain # 1c Component: Selecting Instructional Outcomes

Your teaching included references to clear and appropriate instructional goals that reflect the curriculum and the PA common core standards.

Domain # 3d Component: Assessing Student Learning

You demonstrated both formal and informal assessment that helped you reach the learning goals for the day. By checking for understanding and adjusting your pace, you insured that each student comprehended the key concepts of the lesson.

Identify and list 1 or 2 Component Areas for Growth in the Teacher's Practice.

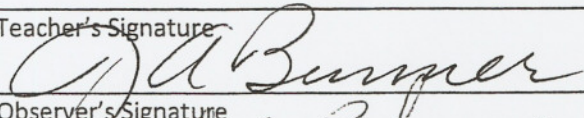

Domain # _____ Component: _____

None evident at this point.

Domain # _____ Component: _____

Next Steps

We have discussed the Classroom Observation Summary Form and the Framework Rubric assessment.

Teacher's Signature	Date
	2/4/2013
Observer's Signature	Date
	2/4/2013

Name

Jeff Bunn

Date of Observation

1/30/13

Grade

11-12

	C	S	NI	NO	Comments	
Planning/Preparation						
Lesson Plans Completed in Advance	✓				When I arrived to observe, you were standing at your door greeting students and supervising the halls. Being visible and available to students prior to the beginning of the period establishes a positive tone from which to introduce your lesson.	
Standards/Anchors, Goals and Objectives	✓					
Organizational Materials/Resources	✓					
Instructional Materials/Resources	✓					
Technology Integration	✓					
Formative Assessments	✓					
Summative Assessment/Closure	✓				You exhibit a clear dynamic physical presence in the room. You are vigorous animated during class time and displays involvement, excitement and interest in the subject matter.	
Classroom Environment						
Students Engagement	✓					
Equitable Learning Opportunities	✓					
Effective Classroom Procedures	✓					
Physical Space/Displays	✓					
Physical Transitions	✓				There is a relaxed yet business-like environment where students are continuously engaged in activities directly related to the desired outcome.	
Instructional Delivery						
High Quality Student Work Modeled Through Exemplars	✓					
Evidence of Reinforcement/Enrichment	✓					
Structure and Pacing	✓					
Discussion/Questioning Strategies	✓					
Higher Level Questions (Bloom's)	✓					
Differentiated Instructional Strategies	✓					
Equitable Feedback	✓					
Application/Performance Activities	✓					
Introduction/Closure	✓					
Flexibility/Responsiveness	✓					
Integrated Assessment - Formative	✓					
Instructional Transition	✓					
Professionalism						
Models Appropriate Speech/Behaviors	✓					
Maintains Poise and Composure	✓					
Maintains Professional Appearance	✓					
Exhibits Enthusiasm	✓					
Demonstrates Effective Communication Skills/Clarity	✓					
Demonstrates Respect for Students/ Fosters Positive Relationships	✓					
Evidence/Knowledge of Student Guides Instruction/Data Informed	✓					

Administrator

Date

Teacher

Date

C - Commendable
S - Satisfactory
NI - Needs Improvement
NO - Not Observed

Post-Observation Meeting, Monday
Feb 4th, 4th Period, Principal's office

WASHINGTON SCHOOL DISTRICT AUXILIARY RESPONSIBILITIES
TEACHER EVALUATION

Name Jeff Bunner
Building High School

Date of Evaluation 6/13/13
Grade 9-12

S = Satisfactory

NA = Not applicable

NI = Needs improvement

REMARKS

I. Personal

- A. Maintains professional appearance S
- B. Demonstrates sympathetic, empathetic and realistic responses at appropriate times S
- C. Exhibits acceptable communication skills both oral and written S
- D. Reacts to constructive criticism and supervision in a professional manner and/or seeks appropriate help when recommended S
- E. Reports promptly to school S
- F. Handles confidential information and sensitive situations with discretion S

II. Assignments and Management

- A. Enforces school rules and policies as explained in the building handbook S
- B. Is punctual and conscientious in performing assigned duties and responsibilities S
- C. Attends scheduled meetings punctually on a building, departmental and district level at which attendance is required, unless excused by the building principal S
- D. Maintains order and discipline outside the classroom S
- E. Uses furnishings, equipment, materials and supplies properly and effectively S

III. Clerical

- A. Completes and submits administrative reports promptly, accurately and legibly S
- B. Maintains accurate, complete records as required by law, district policy and administrative regulations S

Displays commitment to excellence.

IV. Professional Relations/Development

- A. Cooperates with the school administration and faculty by sharing responsibilities for the total school program S
- B. Utilizes proper channels for school and individual problems S
- C. Updates professional knowledge and skills S
- D. Maintains professional standards in relationships with colleagues and associates S

Exhibits confidence in self and others.

V. School Community Relations

- A. Adheres to and supports school rules, administrative regulations and board policies in contacts with parents and the general public S
- B. Keeps parents informed regarding student progress or problems through written reports, phone calls and/or parental conferences S

Supervisor Comments

Teacher Comments

Supervisor's Signature

Date

Teacher's Signature

Date

John P. [Signature] 6/4/13

Jeff Bunner 6/13/2013

EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS

Employee's Last Name

First

Middle

Position(s) of Employee

Bunner

Jeff

Social Studies Teacher

District/IO

School

Evaluator

Interview/Conference Date

Washington

Washington Hgh School

Katie Rokunda

6/4/13

School Year:

Evaluation: (Check 1)

☒ One☐ Two

2012-2013

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Last, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation -- Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

SATISFACTORY

Performance Demonstrates:

- o In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards
- o Thorough knowledge of students and how to use this knowledge to direct and guide instruction
- o Clear and appropriate instructional goals that reflect Pa. standards and high expectations for students
- o In-depth and thorough awareness of resources, materials, or technology available through the school or district or professional organizations
- o Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs
- o Appropriate assessments of student learning completely aligned to the instructional goals and adapted as needed for student needs.

UNSATISFACTORY

Performance Demonstrates:

- o Limited or partial knowledge of content, pedagogy and Pa. Academic Standards
- o Irrelevant or partial knowledge of students and how to use this information to direct and guide instruction
- o Unclear or trivial instructional goals and low expectations for students.
- o Little or no awareness of resources, materials, and technology available through the school or district or professional organizations
- o Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs
- o Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs.

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- ☒ Lesson/Unit Plans See Attachment 428 A
- ☒ Resources/Materials/Technology See Attachment 428 A
- ☒ Assessment Materials See Attachment 428 A
- ☒ Information About Students See Attachment 428 A

- ☒ Teacher Conferences/Interviews See Attachment 428 A
- ☒ Classroom Observations See Attachment 428 A
- ☒ Teacher Resource Documents See Attachment 428 A
- ☐ Other See Attachment 428 A

Justification for Evaluation

Mr. Bunner possesses an in-depth and thorough knowledge of the content and how it relates to the PA Common Core Standards.

Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.

☒ **SATISFACTORY**

Performance demonstrates:

- o High and clear expectations for student achievement with value placed on the quality of student work
- o Significant attention to equitable learning opportunities for students
- o Appropriate and highly respectful interactions between teacher and students and among students
- o Highly effective classroom routines and procedures resulting in little or no loss of instructional time
- o Clear standards of conduct and effective management of student behavior
- o Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- o Low or unclear expectations for student achievement with little or no value placed on the quality of student work.
- o Little or no attention to equitable learning opportunities for students
- o Inappropriate or disrespectful interactions between teacher and students and among students
- o Inefficient classroom routines and procedures resulting in loss of instructional time
- o Absent or unclear standards of conduct, or ineffective management of student behavior
- o Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Classroom Observations | See Attachment 428 A | <input checked="" type="checkbox"/> Visual Technology | See Attachment 428 A |
| <input checked="" type="checkbox"/> Informal Observation/Visits | See Attachment 428 A | <input checked="" type="checkbox"/> Resources/Materials/Technology/Space | See Attachment 428 A |
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Mr. Bruner fosters a classroom environment that incorporates well-established routines and procedures.

Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness

☒ **SATISFACTORY**

Performance Demonstrates:

- o Clear and appropriate communication of procedures and high quality explanations of content
- o Highly effective use of questioning and discussion strategies that encourage many students to participate
- o High-level engagement of students in learning and adequate pacing of instruction
- o Equitable, accurate and constructive feedback to students on their learning
- o Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning
- o High degree of flexibility and responsiveness in meeting the learning needs of students.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- o Unclear or inappropriate communication of procedures and poor explanations of content
- o Ineffective use of questioning and discussion strategies and little student participation
- o Little or no engagement of students in learning and poor pacing of instruction
- o Inaccurate or inappropriate feedback to students on their learning
- o Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- o Inflexibility in meeting the learning needs of students.

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Classroom Observations | See Attachment 428 A | <input checked="" type="checkbox"/> Student Assignment Sheets | See Attachment 428 A |
| <input checked="" type="checkbox"/> Informal Observations/Visits | See Attachment 428 A | <input checked="" type="checkbox"/> Student Work | See Attachment 428 A |
| <input checked="" type="checkbox"/> Assessments Materials | See Attachment 428 A | <input checked="" type="checkbox"/> Instructional Resources/Materials/Technology | See Attachment 428 A |
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Mr. Bunch meets the needs of his students, both the advanced learners and those who need extra time and attention to understand the objectives.

Category IV: Professionalism — Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

☒ **SATISFACTORY**

Performance Demonstrates:

- Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.
- Full knowledge of Professional Code of Conduct and full commitment to professional standards
- Full and active compliance with school and district requirements for maintaining accurate and complete records
- Full and active compliance with district requirements for communicating with families regarding student needs/improvement
- Full and frequent participation in professional development events/opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues

☐ **UNSATISFACTORY**

Performance Demonstrates:

- Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like
- Little knowledge of Professional Code of Conduct and little commitment to professional standards
- Inefficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines
- Infrequent or inappropriate communication with families to understand student needs and development
- Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

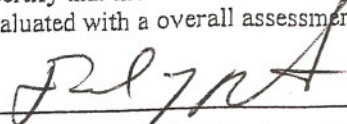
- | | | | |
|---|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Teacher | See Attachment 428 A | <input checked="" type="checkbox"/> Progress Reports/Report Cards | See Attachment 428 A |
| <input checked="" type="checkbox"/> Conferences/Interviews | See Attachment 428 A | <input checked="" type="checkbox"/> Parent/School/Community Feedback | See Attachment 428 A |
| <input checked="" type="checkbox"/> Observations/Visual Technology | See Attachment 428 A | <input checked="" type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation | See Attachment 428 A |
| <input checked="" type="checkbox"/> Artifacts/Interaction with Family | See Attachment 428 A | <input checked="" type="checkbox"/> Perceptive Use of Teaching/Learning Reflections | See Attachment 428 A |
| <input checked="" type="checkbox"/> Student Records/Grade Book | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

I have seen evidence that documents, Mr. Bunn's efforts to maintain accurate and complete records relating to student progress and performance.

Evaluation: Jeff Bunner

I certify that the before named employee for the period beginning 9/4/12 (month/day/year) and ending 6/4/13 (month/day/year) has been evaluated with a overall assessment that is: ☐ Satisfactory ☐ Unsatisfactory ☒ Commendable



Signature of Principal/Assistant Principal
(Evaluator)

6/4/13

Date

Signature of Superintendent or I. U. Director

Date

Overall Justification for Evaluation

Mr. Bunner's teaching includes references to clear and appropriate instructional goals that reflect the curriculum and the Pennsylvania standards.

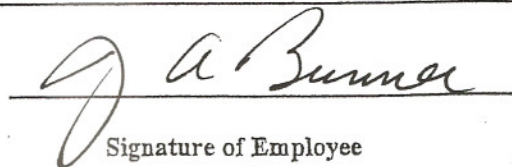
Commendations (optional)

Professional Development Areas:

Teacher Effectiveness
School Safety Procedures
Curriculum Development

JEFF BUNNER

Name of Employee



Signature of Employee

6/4/2013

Date

THE FRAMEWORK FOR TEACHING

<p style="text-align: center;">Domain 1 Planning and Preparation</p> <ul style="list-style-type: none"> a. Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy b. Demonstrating Knowledge of Students <ul style="list-style-type: none"> Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs c. Selecting Instructional Outcomes <ul style="list-style-type: none"> Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners d. Demonstrating Knowledge of Resources <ul style="list-style-type: none"> Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students e. Designing Coherent Instruction <ul style="list-style-type: none"> Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure f. Designing Student Assessment <ul style="list-style-type: none"> Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments 	<p style="text-align: center;">Domain 2 The Classroom Environment</p> <ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> Teacher Interaction with Students Student Interactions with One Another b. Establishing a Culture for Learning <ul style="list-style-type: none"> Importance of the Content Expectations for Learning and Achievement Student Pride in Work c. Managing Classroom Procedures <ul style="list-style-type: none"> Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals d. Managing Student Behavior <ul style="list-style-type: none"> Expectations Monitoring of Student Behavior Response to Student Misbehavior e. Organizing Physical Space <ul style="list-style-type: none"> Safety and Accessibility Arrangement of Furniture and Use of Physical Resources.
<p style="text-align: center;">Domain 4 Professional Responsibilities</p> <ul style="list-style-type: none"> a. Reflecting on Teaching <ul style="list-style-type: none"> Accuracy Use in Future Teaching b. Maintaining Accurate Records <ul style="list-style-type: none"> Student Completion of Assignments Student Progress in Learning Non-instructional Records c. Communicating with Families <ul style="list-style-type: none"> Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program d. Participating in a Professional Community <ul style="list-style-type: none"> Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects e. Growing and Developing Professionally <ul style="list-style-type: none"> Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession f. Demonstrating Professionalism <ul style="list-style-type: none"> Integrity And Ethical Conduct Service To Students Advocacy Decision Making 	<p style="text-align: center;">Domain 3 Instruction</p> <ul style="list-style-type: none"> a. Communicating with Students <ul style="list-style-type: none"> Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language b. Using Questioning and Discussion Techniques <ul style="list-style-type: none"> Quality of Questions Discussion Techniques Student Participation c. Engaging Students in Learning <ul style="list-style-type: none"> Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing d. Using Assessment in Instruction <ul style="list-style-type: none"> Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress e. Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> Lesson Adjustment Response to Students Persistence

→ Lecture
 → some kid input application
 → more kid input analysis
 → Peer Ed → best

1/30/2013

#1. PRE-OBSERVATION TEACHER SELF-ASSESSMENT FORM

EVIDENCE OF DOMAINS 1 AND 4

Teacher completes this Lesson Plan form and sends it to the observer 2 days in advance of the observation. The Teacher prepares a self-assessment on Domains 1 and 4, confers with the Observer and they collaborate on the Rating scale using the Framework Rubric.

TEACHER	OBSERVER		DATE
JEFFREY A. BUNNER			
RATING	DOMAIN 1 PLANNING & PREPARATION	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	RATING
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? - U.S. History - Sectional Struggles & Slavery - 1848-1860. Chapter materials & primary sources have been covered. Guided exploratory & directed discussions completed.	4a. Reflecting on Teaching: After the lesson, collect samples of the students work from the observed lesson that represents a range of student performance. Discuss the degree to which students met your objectives and how the work shows this. → As with all lessons student products = "where the rubber meets the road" My reflective success is in the understanding of all students of the objective	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students? AP students; however, still heterogeneous within the advanced learner category. Skill levels vary (Reading & Writing). Learning to include various strategies & Assessment - "Advanced differentiated."	4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson? 1. Discussion - Engagement 2. Admit - write prompts - Type-1 3. Exit slips - Type 1/2 4. Rubric writing. Type 3 5. Peer Evaluation	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson? 1. Southern perspective on slavery - How did Southerners defend slavery? 2. Big / Overarching Ideas → When? A. POV B. Practices / Laws to be broken.	4c. Communicating with Families: What specifically have you learn by communicating with families that impacted your planning of this lesson/ (Past student experience via parents) 1. Development of POV skills Not adept at perspective analysis 2. Inference - lack of practice in analysis, eval., & synthesis - inference	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why? 1. Slavery in the 21st Century (various res.) 2. Dr. M.L. King - "... Birmingham Jail." → Too many concepts - cloud "big ideas & deeper understanding." 3. Documents (primary)	4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues? 1. Social Studies Summit collaboration - curriculum alignment, student needs, college prep. 2. Advanced skills - 9/10th grade capabilities	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1e. Designing Coherent Instruction: List very briefly the steps of the lesson 1. Hook 2. Write prompt - Type 1 write 3. Group collaboration - Document Review 4. Analysis & Evaluation of document 5. Discussion 6. Creation of Newspaper Article - Ideas. Connection	4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning? 1. Type 1, 2, & 3 writing - PLN - PIIC Conferences. 2. Online Constitutional Course	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1f. Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like? → A student response - Type 2-3 Writing that logically addresses & incorporates historical information in defense of counter arguments	4f. Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson? 1. Reading & Writing instruction - PLN - PIIC 2. Document Analysis training 3. Field trip - Underground RR.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

Lemoyne House

6th PD Monday Frank

2/1/2013

Dr. Hornum

#2. CLASSROOM OBSERVATION FORM

EVIDENCE FOR DOMAINS 2, 3

The Teacher prepares a self-assessment on Domains 2 and 3, confers with the Observer and they collaborate on the Rating scale using the Framework Rubric.

TEACHER	OBSERVER	DATE	
Jeff Bunnere			
RATING	DOMAIN 2: CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION	RATING
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2a. Creating a Climate of Respect and Rapport <ol style="list-style-type: none"> Teacher Interaction with Students Student Interactions with One Another <p> - Objective - Teach to - Assess → NEXT * Discussion * Questions * collaboration </p>	3a. Communicating with Students <ol style="list-style-type: none"> Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language <p> Directions - oral, written * summary of history - Powerpoint - prep - Assigned Reading/Notes </p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2b. Creating a Culture for Learning <ol style="list-style-type: none"> Importance of the Content Expectations for Learning and Achievement Student Pride in Work <p> * Essential Question value to study of Big Idea Immorality & Law - cooperation - team effort - Roles for each student relative to group effectiveness </p>	3b. Using Questioning and Discussion Techniques <ol style="list-style-type: none"> Quality of Questions Discussion Techniques Student Participation <p> 1. write prompt → discussion → lead to laws/practices - that may be immoral → follow? → Collaborative questions & answers. </p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2c. Managing Classroom Procedures <ol style="list-style-type: none"> Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals <p> 1. Lesson PLAN - ESSENTIAL QUESTIONS 2. Activities - Sequence 3. Printed - PPT instructions 4. Groups (mixed ability) Group Dynamics. </p>	3c. Engaging Students in Learning <ol style="list-style-type: none"> Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing <p> ALL TO OBJECTIVE mixed ability prior to class PRIMARY DOCS + ONLINE & CLASS RESOURCES → student roles within groups → pace to complete concept w/ student product through cooperation. </p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2d. Managing Student Behavior <ol style="list-style-type: none"> Expectations Monitoring of Student Behavior Response to Student Misbehavior <p> * Built in plan * Expectation of results Constant presence & monitoring - EVEN social loafing → "what's your role" </p>	3d. Assessing Student Learning <ol style="list-style-type: none"> Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress <p> * Writing prompt (FAMILAR w/ Admit ticket rubric) * Discussion * Document Q & A - based on notes/ANALYSIS - collaborative - SYNTHESIS - EVAL → EXIT reflection ON ESSENTIAL Question </p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2e. Organizing the Physical Space <ol style="list-style-type: none"> Safety and Accessibility Arrangement of Furniture and Use of Physical Resources. <p> Quad System - Collaboration - Eye to Eye - Room to move/Adjust Visual Space </p>	3e. Demonstrating Flexibility and Responsiveness <ol style="list-style-type: none"> Lesson adjustment Response to Students Persistence <p> - per monitoring - exhorting & questioning - push to on-task engagement. - Role play Response - to provoke critical thinking process </p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

#1-A. FRAMEWORK RUBRIC

Domain 1: Planning and Preparation

OBSERVER ASSESSMENT			TEACHER SELF-ASSESSMENT		
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	NAI
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.	Historically seek causes for misunderstanding (B)
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	Exploratory discussion (B)
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.	alternative assess - Differentiate multiple intelligences (D)
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.	wiki (D)
1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.	critical thinking (D) use knowledge wheel.
1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	assess = outcome or objective (A) PDE STDS Adapt assess. → looking ahead.

#2-A. FRAMEWORK RUBRIC

Domain 2: The Classroom Environment

OBSERVER ASSESSMENT		TEACHER SELF-ASSESSMENT			
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	NA
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.	
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.	

#2-B. FRAMEWORK RUBRIC

Domain 3: Instruction

OBSERVER ASSESSMENT			TEACHER SELF-ASSESSMENT		
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	NA
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure	skills mixed ability
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.	
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.	

#1-B. FRAMEWORK RUBRIC

Domain 4: Professional Responsibilities

OBSERVER ASSESSMENT		TEACHER SELF-ASSESSMENT			
COMPONENT	FAILING	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED	NA
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.	
4c: Communicating with Families	The educator provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally- appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.	
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.	
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.	
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.	

EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL II TEACHERS

Employee's Last Name First Middle Positions(s) of Employee

District/IU School Evaluator Interview/Conference Date

School Year: Evaluation: (Check 1) ☐ One ☐ Two

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Last, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation -- Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

☒ SATISFACTORY

Performance Demonstrates:

- ☐ In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards
- ☐ Thorough knowledge of students and how to use this knowledge to direct and guide instruction
- ☐ Clear and appropriate instructional goals that reflect Pa. standards and high expectations for students
- ☐ In-depth and thorough awareness of resources, materials, or technology available through the school or district or professional organizations
- ☐ Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs
- ☐ Appropriate assessments of student learning completely aligned to the instructional goals and adapted as needed for student needs.

☐ UNSATISFACTORY

Performance Demonstrates:

- ☐ Limited or partial knowledge of content, pedagogy and Pa. Academic Standards
- ☐ Irrelevant or partial knowledge of students and how to use this information to direct and guide instruction
- ☐ Unclear or trivial instructional goals and low expectations for students.
- ☐ Little or no awareness of resources, materials, and technology available through the school or district or professional organizations
- ☐ Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs
- ☐ Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs.

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | | | |
|---|----------------------|---|----------------------|
| <input type="checkbox"/> Lesson/Unit Plans | See Attachment 428 A | <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A |
| <input type="checkbox"/> Resources/Materials/Technology | See Attachment 428 A | <input type="checkbox"/> Classroom Observations | See Attachment 428 A |
| <input type="checkbox"/> Assessment Materials | See Attachment 428 A | <input type="checkbox"/> Teacher Resource Documents | See Attachment 428 A |
| <input type="checkbox"/> Information About Students | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.

☐ **SATISFACTORY**

Performance demonstrates:

- o High and clear expectations for student achievement with value placed on the quality of student work
- o Significant attention to equitable learning opportunities for students
- o Appropriate and highly respectful interactions between teacher and students and among students
- o Highly effective classroom routines and procedures resulting in little or no loss of instructional time
- o Clear standards of conduct and effective management of student behavior
- o Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- o Low or unclear expectations for student achievement with little or no value placed on the quality of student work.
- o Little or no attention to equitable learning opportunities for students
- o Inappropriate or disrespectful interactions between teacher and students and among students
- o Inefficient classroom routines and procedures resulting in loss of instructional time
- o Absent or unclear standards of conduct, or ineffective management of student behavior
- o Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|---|----------------------|---|----------------------|
| <input type="checkbox"/> Classroom Observations | See Attachment 428 A | <input type="checkbox"/> Visual Technology | See Attachment 428 A |
| <input type="checkbox"/> Informal Observation/Visits | See Attachment 428 A | <input type="checkbox"/> Resources/Materials/Technology/Space | See Attachment 428 A |
| <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness

☐ **SATISFACTORY**

Performance Demonstrates:

- Clear and appropriate communication of procedures and high quality explanations of content
- Highly effective use of questioning and discussion strategies that encourage many students to participate
- High-level engagement of students in learning and adequate pacing of instruction
- Equitable, accurate and constructive feedback to students on their learning
- Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning
- High degree of flexibility and responsiveness in meeting the learning needs of students.

☐ **UNSATISFACTORY**

Performance Demonstrates:

- Unclear or inappropriate communication of procedures and poor explanations of content
- Ineffective use of questioning and discussion strategies and little student participation
- Little or no engagement of students in learning and poor pacing of instruction
- Inaccurate or inappropriate feedback to students on their learning
- Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- Inflexibility in meeting the learning needs of students.

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|---|----------------------|---|----------------------|
| <input type="checkbox"/> Classroom Observations | See Attachment 428 A | <input type="checkbox"/> Student Assignment Sheets | See Attachment 428 A |
| <input type="checkbox"/> Informal Observations/Visits | See Attachment 428 A | <input type="checkbox"/> Student Work | See Attachment 428 A |
| <input type="checkbox"/> Assessments Materials | See Attachment 428 A | <input type="checkbox"/> Instructional Resources/Materials/Technology | See Attachment 428 A |
| <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Category IV: Professionalism — Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

☐ **SATISFACTORY**

Performance Demonstrates:

- Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.
- Full knowledge of Professional Code of Conduct and full commitment to professional standards
- Full and active compliance with school and district requirements for maintaining accurate and complete records
- Full and active compliance with district requirements for communicating with families regarding student needs/improvement
- Full and frequent participation in professional development events/opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues

☐ **UNSATISFACTORY**

Performance Demonstrates:

- Little and/or irregular compliance to school and district procedures and regulations related to attendance, punctuality, and the like
- Little knowledge of Professional Code of Conduct and little commitment to professional standards
- Inefficient or ineffective system for maintaining accurate records that is not in compliance with school or district guidelines
- Infrequent or inappropriate communication with families to understand student needs and development
- Little or infrequent participation in professional development opportunities, little application of new learning in the classroom and little sharing of learning with colleagues

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|--|----------------------|---|----------------------|
| <input type="checkbox"/> Teacher Conferences/Interviews | See Attachment 428 A | <input type="checkbox"/> Progress Reports/Report Cards | See Attachment 428 A |
| <input type="checkbox"/> Observations/Visual Technology | See Attachment 428 A | <input type="checkbox"/> Parent/School/Community Feedback | See Attachment 428 A |
| <input type="checkbox"/> Artifacts/Interaction with Family | See Attachment 428 A | <input type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation | See Attachment 428 A |
| <input type="checkbox"/> Student Records/Grade Book | See Attachment 428 A | <input type="checkbox"/> Perceptive Use of Teaching/Learning Reflections | See Attachment 428 A |
| | | <input type="checkbox"/> Other | See Attachment 428 A |

Justification for Evaluation

Evaluation:

I certify that the before named employee for the period beginning (month/day/year) and ending (month/day/year) has been evaluated with a overall assessment that is: ☐ Satisfactory ☐ Unsatisfactory ☐ Commendable

Signature of Principal/Assistant Principal
(Evaluator)

Date

Signature of Superintendent or I. U. Director

Date

Overall Justification for Evaluation

Commendations (optional)

Professional Development Areas:

Name of Employee

Signature of Employee

Date

Advanced Placement/Dual Enrollment U.S. History-Mr. Bunner

Ch-18 – Renewing the Sectional Struggle

Essential Question: HOW DID SOUTHERNERS DEFEND SLAVERY?

Grade Level/Discipline: In this lesson, students will analyze primary source documents related to slavery in the United States. The predominant content area it will address is American history. This lesson can be adapted by extending the suggested time allotment.

Suggested Time Allotment: 1-2 class periods

Instructional Objectives: When learning about the horrific conditions of slavery, it is only natural to wonder what slaveholders could possibly have said to defend or justify their actions. This lesson gives students a chance to explore the Southern perspective on slavery. They will do this by critically analyzing primary source documents from the nineteenth century and writing newspaper articles critiquing James Hammond's famous 1858 speech to the U.S. Senate.

Objectives for Student Learning:

- Students will improve their abilities to critically analyze primary source documents.
- Students will learn about the various strategies that southerners used to justify slavery.
- Students will answer questions in groups and participate in a class discussion to demonstrate their understanding of these strategies.
- Students will write newspaper articles countering James Hammond's 1858 defense of slavery.
- Students will improve their abilities to work productively with their peers.

Academic Standards: See Attachment

Student Assessment: Student learning will be assessed during the class discussion and after they complete their newspaper articles. During the discussion, students will be evaluated in terms of their abilities to critically analyze primary source documents and to support their assertions with evidence from the texts. Their articles will be assessed in terms of three criteria: their abilities to build persuasive arguments to counter James Hammond's defense of slavery, the accuracy of their claims, and the amount of effort they appear to have put into the assignment. See the rubric for further details. The methods used to assess the students' contributions to the class discussion and their written assignments will help teachers to determine what skills the students need to continue building, what concepts they already understand, and what ideas they need to spend more time working on.

Differentiated Instruction Elements (within the AP classroom)

- use of multiple texts and supplementary materials
- use of computer programs
- compacting
- tiered sense-making activities and tiered products
- tasks and products designed with a multiple intelligence orientation
- complex instruction
- group investigation - jigsaw
- product criteria negotiated jointly by student and teacher
- graduated task- and product-rubrics.

Resources: Admit/Exit slips, document packets (one per student), activity sheets (one per student), laptops, projector, and display board. See procedure for distribution details.

Procedure:

Day 1:

****BEFORE**

Hook: Are rules, sometimes laws, meant to be broken?

Warm-up Activity: Please answer the following questions. Are there laws, institutions or practices that people defend today that may be considered immoral a hundred years from now? What strategies do people use to defend them?

- Remind students to complete the warm-up activity.
- Spend a few minutes discussing students' answers to the warm-up questions.
- Tell students that we will spend the next two class periods exploring the Southern defense of slavery.

****DURING**

1. Pass out document packets. Ask for a volunteer to read the introduction and directions out loud to the class.
2. Divide class into mixed-ability groups of four.
3. Assign group members roles to play:
 - a. *Facilitator:* Makes sure that everyone participates, does not allow group members to insult one another, makes sure that the group finishes on time, and contributes to the group's discussion. Remind students that the facilitator is not the leader.
 - b. *Teacher Liaison:* If the group has a question or is experiencing difficulty with the task, the liaison should raise his or her hand and ask the teacher to come over. The liaison should also contribute to the group's discussion.
 - c. *Recorder:* Notes key points under discussion, records the group's answers to the discussion questions, and contributes to the group's discussion.
 - d. *Reporter:* Shares the group's answers with the rest of the class and contributes to the group's discussion.
4. Give groups twenty to twenty-five minutes to analyze the documents and answer the corresponding discussion questions (documents can be issued the day before to save more time for discussion).
5. While students are working, move from group to group answering questions and help students who appear stuck.
6. Ask groups to share their interpretations of the documents and answers to the discussion questions.
7. Additional questions to ask:
 - a. Why do you think southerners began to defend slavery more passionately during the 1830s?
 - b. Do you think slaveholders really believed the arguments they used to defend slavery? Why or why not?
 - c. How do George Fitzhugh and James Hammond depict race and class?
 - d. In your opinion, which argument was the most effective? Which was the least effective? Why?
 - e. How would you counter or critique the strategies that southerners used to defend slavery?

****AFTER**

Student reflection: How did Southerners defend slavery? When is it okay to break the “rules” of a law, practice, or institution?

Extension Activity: Tour of LeMoyne House – Washington, PA – Tuesday, 5 February- 3:00 PM
Underground Railroad National Historical Site: <http://www.wchspa.org/index.html>

Day 2:

****BEFORE**

Hook: How can the media affect perspectives on issues of morality and law?

****During**

Warm-up activity: Please answer the following questions. Although the abolitionist movement eventually exerted a powerful influence on American society, only a relatively small group of people before the Civil War supported the immediate emancipation of slaves. Why do you think that is? What role might southern slaveholders have played in creating or maintaining this situation?

- Remind students to complete the warm-up activity.
- Spend a few minutes discussing students' answers to the warm-up question.

****AFTER**

- Pass out activity sheets. Ask for a few volunteers to read the introduction and directions out loud to the class.
- Tell students they have the rest of the class period to finish their articles.
- Articles are to be typed. Laptops available after school in this classroom.
- Draw students into a quick wrap-up discussion to answer the essential question: How did southerners defend slavery?

Extension Activity: Tour of LeMoyne House – Washington, PA – Tuesday, 5 February- 3:00 PM
Underground Railroad National Historical Site: <http://www.wchspa.org/index.html>

Rubric for Newspaper Article

Description	Proficiencies
Content (65 total points)	The student's article demonstrates a clear command of the topic and assignment at hand. He or she addresses all aspects of the task, reveals a thorough understanding of the arguments that Hammond uses to defend slavery, and builds a strong case to counter them.
Organization (25 total points)	The student's claims are fully articulated and richly supported by evidence. His or her article is logically structured, maintains focus, and includes worthwhile and relevant information.
Effort (10 total points)	The student's article is at least two pages in length, grammatically sound, and well written. It includes references to Hammond's speech, engages the audience, and holds their attention throughout. It is clear that the student has put a considerable amount of thought and effort into the assignment.

Advanced Placement/Dual Enrollment U.S. History

Ch-18 – Renewing the Sectional Struggle

Essential Question: HOW DID SOUTHERNERS DEFEND SLAVERY?

Pennsylvania Academic Standards

Subject Area - 5: Civics and Government

Standard Area - 5.1:

Principles and Documents of Government

Grade Level - 5.1.12:

GRADE 12

Standard

5.1.12.A:

Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12.B:

Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.12.C:

Evaluate the application of the principles and ideals in contemporary civic life.

Liberty / Freedom

Democracy

Justice

Equality

5.1.12.D:

Evaluate state and federal powers based on significant documents and other critical sources.

Declaration of Independence

United States Constitution

Bill of Rights

Pennsylvania Constitution

5.1.12.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

5.1.12.F:

Evaluate the role of nationalism in uniting and dividing citizens.

Subject Area - 5: Civics and Government

Standard Area - 5.2:

Rights and Responsibilities of Citizenship

Grade Level - 5.2.12:

GRADE 12

Standard

5.2.12.A:

Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.2.12.C:

Evaluate political leadership and public service in a republican form of government.

5.2.12.D:

Evaluate and demonstrate what makes competent and responsible citizens.

Subject Area - 5: Civics and Government

Standard Area - 5.3:

How Government Works

Grade Level - 5.3.12:

GRADE 12

Standard

5.3.12.A:

Analyze the changes in power and authority among the three branches of government over time.

5.3.12.B:

Compare and contrast policy-making in various contemporary world governments.

5.3.12.C:

Evaluate how government agencies create, amend, and enforce regulations.

5.3.12.D:

Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

5.3.12.E:

Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.

5.3.12.F:

Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.12.G:

Evaluate the impact of interest groups in developing public policy.

5.3.12.H:

Evaluate the role of mass media in setting public agenda and influencing political life.

5.3.12.J:

Evaluate critical issues in various contemporary governments.

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.12: GRADE 12

Standard

8.1.12.A:

Evaluate patterns of continuity and rates of change over time, applying context of events.

8.1.12.B:

Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, perspectives, and cause and effect relationships.

8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

Standard Area - 8.2: Pennsylvania History

Grade Level - 8.2.12: GRADE 12

Standard

8.2.12.A:

Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US and the world.

8.2.12.B:

Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.

8.2.12.C:

Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

Belief systems and religions

Commerce and industry

Technology

Politics and government

Physical and human geography

Social organizations

8.2.12.D:

Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

Ethnicity and race

Working conditions

Immigration

Military conflict

Economic stability

Subject Area - 8: History

Standard Area - 8.3: United States History

Grade Level - 8.3.12: GRADE 12

Standard

8.3.12.A:

Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

8.3.12.B:

Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

8.3.12.C:

Evaluate how continuity and change in U.S. history are interrelated with the world.

Belief systems and religions

Commerce and industry

Technology

Politics and government

Physical and human geography

Social organizations

8.3.12.D:

Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

Ethnicity and race

Working conditions

Immigration

Military conflict

Economic stability

PA COMMON CORE STANDARDS

(GRADES 6 - 12) *Reading in History and Social Studies*

4 August 2012

8.5 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

GRADE 11-12

PA COMMON CORE STANDARDS

(GRADES 6 - 12) *Reading in History and Social Studies*

8.5 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.8.5.11-12.A.

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.C.

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.8.5.11-12.E.

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CC.8.5.11-12.F.

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.H.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12.I.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range and Level of

Complex Texts.

CC.8.5.11-12.J.

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR

text complexity band independently and proficiently.

PA COMMON CORE STANDARDS

(GRADES 6 - 12) *Writing in History and Social Studies*

8.6 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

GRADES 11 - 12

Text Types and Purposes

CC.8.6.11-12.A.

Write arguments focused on *discipline-specific content*.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.11-12.B.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.8.6.11-12.C.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12.D.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.11-12.E.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.F.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.11-12.G.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.8.6.11-12.H.

Draw evidence from informational texts to support analysis, reflection, and research.

NCSS Standards:

II.d: Time, Continuity, and Change: Students will systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

V.e: Individuals, Groups, and Institutions: Students will describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

X.d: Civic Ideals and Practices: Students will practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

X.g: Civic Ideals and Practices: Students will evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.

X.h: Civic Ideals and Practices: Students will evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.